



# The national curriculum

## A guide for parents

### Year Two

#### Introduction

For generations, parents have found themselves visiting primary schools with their children only to hear themselves saying, "It's not like when I was at school." Things change quickly in education and this guide is intended to support parents of primary school children. Obviously, it would be impossible to set out in detail everything your child would learn during their six years of statutory primary education, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help parents support their children in making the most of their education. *We, at Crestwood Park are determined to design a curriculum that is relevant and appropriate for our unique set of learners. With a clear intent to achieve high standards at its core, we review our curriculum design and implementation, to ensure it has breadth and balance and has a positive impact on children's academic outcomes and their personal development.*

#### High Achievers

If your child is achieving well, rather than moving on to the following year group's work schools will encourage more in-depth and investigative work to allow a greater **mastery** and understanding of concepts and ideas. This is about application of knowledge and skills to show how the child has **mastered** the concepts and ideas taught.

#### What does the curriculum look like?

English, Maths and Science are very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week.

Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

This curriculum has focuses on 'high expectations' in various subjects, and it is certainly the case that in some areas the content of the primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a unit of work on evolution is taught in Year 6; work which would have previously been studied in secondary school. In English lessons there is close attention paid to the study of grammar and spelling; an area which was far less notable in previous curricula.

#### Assessing your child's progress and attainment

Lots of schools use tests at all stages of their work. For the most part, these are part of a normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics and Grammar, Punctuation & Spelling. The tests will be sent away for marking in Year Six and are marked internally in Year Two. Results will be reported to schools and parents at the end of the year. The National Curriculum Tests for children in Year 2 and Year 6 will take place each summer. We also have a programme of internal tests for all year groups throughout the year. These, alongside teacher assessments are used to measure progress so we are always assessing your children and know how well they are doing, and it makes attending those parents' evenings all the more important! Additionally, we share your child's progress and attainment annually with you through their annual summer report.

# English in Year 2

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. These will include two short reading tests, a spelling test of ten words and may include a grammar and punctuation test.

## Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2, some focuses may include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

## Reading Skills

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
  - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
  - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### **Writing Skills**

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
  - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in
  - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
  - form lower-case letters of the correct size relative to one another
  - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
  - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
  - use spacing between words that reflects the size of the letters.

### **Parent Tip**

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

## **Mathematics in Year 2**

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school. Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g.  $5 + 9 = 14$ , rather than having to count on to find the answer. At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. This will include a short arithmetic test of 15 questions, and a second paper of broader mathematics which will last around 35 minutes.

### **Number and place value**

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

### **Number - addition and subtraction**

Pupils should be taught to:

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
  - add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
    - a two-digit number and ones
    - a two-digit number and tens
    - two two-digit numbers
    - adding three one-digit numbers
  - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
  - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### **Number – multiplication and division**

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
  - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
  - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
  - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### **Number – fractions**

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
  - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
  - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### **Measurement**

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
  - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
  - compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

### **Geometry – properties of shapes**

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
  - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

### **Geometry – position and direction**

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

### **Statistics**

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

## **Parent Tip**

Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the newsagent, or measuring themselves and others, is a great way to start exploring number relationships.

The rest of the subjects mentioned including science are delivered through the thematic approach where subject are linked together. This is planned over a two-year rolling programme. We also include English by using books that relate to themes and will also often link some maths to the theme. The only subject which tends to be completely unrelated is PE however any dance activities are usually related.

The themes in Year One and Two are:

| Year | Autumn term           | Spring term         | Summer term         |
|------|-----------------------|---------------------|---------------------|
| One  | Geography Based theme | History based theme | Science based theme |
| Two  | Geography Based theme | History based theme | Science based theme |

As all the themes are launched with a stunning start we don't want to give too much away as the stunning start helps to hook the children into their learning and we try to make the themes irresistible!

We have already published guides on supporting your child with reading, writing and maths which are available in the foyer and also on this website

**If you have any queries, please don't hesitate to ask and we hope you find this guide useful.**